

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 480
Contact Name: Karen I Hutson
Contact Phone No.: 252-926-3281
District/Charter Name: Hyde County Public Schools
Contact Title: Director of EC and Federal Programs
Contact E-Mail: khutson@hyde.k12.nc.us

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment [eligibility criteria](#) and the [North Carolina Alternate Assessment Decision Making Flow Chart](#) to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

All of the exceptional children's teachers for Hyde County Schools are highly qualified. Teachers follow strict guidelines for the identification of students as having a disability. The guidelines for completing the process of identifying students with the most significant cognitive disabilities are known and utilized when completing the eligibility process. The EC Director reviews all initial and tri-year evaluation paperwork, including testing results, before a conference is held to assure that the information to be presented and discussed is compliant with IDEA standards, and that appropriate testing modifications are recommended and justified.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

Hyde County Schools may exceed the 1.0 percent cap due to the size of the district. The use of a percentage for small districts does not provide parity of accountability. The number of students identified fluctuates greatly from year to year because of the small size of our population.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

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Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

Disproportionality is defined as having 1.0% or more of a group identified as having the same disabling label. For instance, there are fifty 6th grade students, of whom 6 are identified as having a disability that requires specialized instruction. This would appear disproportionate, especially when you consider that 4 are identified as having cognitive disabilities that are so significant that they require the students to follow an alternate curriculum in a separate setting. Now add in that they will take the NCEXTEND 1 Alternate Assessment. This places HCS above the 1.0 percent cap, and from the outside looking in would make you wonder how this could be. When the EC director analyses the caseloads of the 6 EC Teachers, this type of data sticks out and is further investigated. A breakdown of the student's demographics and disability helps assure that there is not disproportionality. Of the 6 students, 1 is a white female and . The 5 are males, two of whom are African American, one is hispanic, one is white and one is mixed race. Three of the students are diagnosed with Autism (AU), two are identified with intellectual deficits in the mild range (IDMI). This shows that three of the six are identified based on a medical diagnosis and two are identified by IDEA guidelines for cognitive ability and functional skills. The information is also broken down by gender, race, etc.

Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

No assistance or resources are required at this time.

Signatures

Superintendent/Charter School Director
NCDPI/Division of Accountability Services


3

5/3/19

January 2019

**1.0 Percent Participation
Justification Form 2018–19**

Exceptional Children Director/Coordinator
LEA/Charter School Test Coordinator




Date
Date

5/3/19
5/3/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.